

**A DESCRIPTIVE STUDY ON TEACHING VOCABULARY
FOR THE FOURTH GRADE STUDENTS OF *SD N 03 BEJEN*,
KARANGANYAR IN 2011/2012 ACADEMIC YEAR**



PUBLICATION ARTICLE

Submitted as a Partial Fulfillment of the Requirements
for Getting the Bachelor Degree of Education
in English Department

by

RAMADHANI RATNA PERMATASARI
A 320 070 035

**SCHOOL OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF SURAKARTA**

2015



UNIVERSITAS MUHAMMADIYAH SURAKARTA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jl. A. Yani Tromol Pos I – Pabelan, Kartasura Telp. (0271) 717417, Fax : 715448 Surakarta 57102

Website: <http://www.ums.ac.id>

Email: ums@ums.ac.id

Surat Persetujuan Artikel Publikasi Ilmiah

Yang bertanda tangan di bawah ini pembimbing skripsi/tugas akhir:

Nama : Dr. Anam Sutopo, S.Pd. M. Hum.

NIP/NIK : 849

Nama : Nur Hidayat, M.Pd.

NIP/NIK : 771

Telah membaca dan mencermati naskah artikel publikasi ilmiah, yang merupakan ringkasan skripsi/tugas akhir dari mahasiswa :

Nama : RAMADHANI RATNA PERMATASARI

NIM : A320070035

Program Studi : PENDIDIKAN BAHASA INGGRIS

Judul Skripsi : A DESCRIPTIVE STUDY ON TEACHING VOCABULARY FOR
THE FOURTH GRADE STUDENTS OF SD N 03 BEJEN,
KARANGANYAR IN 2011/2012 ACADEMIC YEAR

Naskah artikel tersebut layak, dan dapat disetujui untuk dipublikasikan.

Demikian persetujuan dibuat, semoga dapat dipergunakan seperlunya.

Surakarta, 24 Maret 2015

Pembimbing I

Pembimbing II


Dr. Anam Sutopo, S. Pd.M. Hum.

NIK. 849


Nur Hidayat, M. Pd.

NIK. 771

**A DESCRIPTIVE STUDY ON TEACHING VOCABULARY FOR THE
FOURTH GRADE STUDENTS OF *SD N 03 BEJEN, KARANGANYAR*
IN 2011/2012 ACADEMIC YEAR**

RAMADHANI RATNA PERMATASARI. A 320 070 035. Dr. Anam Sutopo, S.Pd.M.Hum. Nur Hidayat, M.Pd. Department of English Education. Muhammadiyah University of Surakarta. 2015.

rara_zwitauroa@yahoo.com

ABSTRACT

This research aims at describing the process of teaching-learning vocabulary for the fourth grade students of *SD N 03 Bejen, Karanganyar*. It is conducted to describe the process, goal, material, the method of teaching vocabulary, problems faced by teacher and problems solved by the teacher at *SD N 03 Bejen, Karanganyar*. The objectives of the study are to explain the process of teaching learning vocabulary at fourth grade students of *SD N 03 Bejen, Karanganyar*. Specifically it is to describe the goal of teaching vocabulary, the material of teaching vocabulary, the method of teaching vocabulary, the classroom activities and to identify the problems faced by teacher in teaching vocabulary on the fourth grade students of *SD N 03 Bejen, Karanganyar*. This research paper belongs to descriptive qualitative research. Data of the research are taken from event, informant, and document. The techniques of collecting data are the interview, observation, and documentation. The result of analysis shows that the goals of teaching vocabulary are to improve and develop students' vocabulary. The method applied by the teacher is Grammar Translation Method and Direct Method. The teacher faces several problems in teaching vocabulary such as class management, students' different ability in acquiring vocabulary, and different motivation of the students. The problem solving applied by the teacher are by using group work to manage the number of students that overload and giving advices and motivation about the importance of activity in vocabulary class.

Keyword: picture, game, and jumble word.

A. Introduction

English becomes important at the present day. Because of its importance English is taught widely at formal schools starting from elementary school up to the universities. Students are provided with opportunities to learn English. This will help them study some scientific books, which are written in English, or to get information from television, internet, etc. Thus, it can be said that English is a key to get success in many fields for many people from many countries in the world. English has become one of the important extra school lessons for first up to the sixth year students of elementary school. Many elementary schools have chosen English as one of the school subjects for their students. According to English curriculum, English teaching covers four skills, namely reading, listening, speaking and writing. The four skills above are supported by the learning of the language elements. They are structure, vocabulary, pronunciation and spelling. Therefore, vocabulary is one of the important language elements the students should master.

Vocabulary is the first component that must be learnt by students in learning language. It is the most important element to make someone understand the language better. Without sufficient vocabulary, we cannot communicate and express the ideas easily both orally and in written form. Vocabulary must be learned since the beginning, that is, from elementary school in order that the students have chance to learn English.

Teaching vocabulary to children is not the same as teaching vocabulary to adults. They have different characteristic and motivation. Children have no self motivation and a need to learn English but adults are aware of the importance of learning English. Thus, they have self-motivation to learn the language. Teaching English to the beginner needs techniques (Allen, 1983: 33). The best techniques are using an approach which still has relation to their world. In a class, most of the students are passive because they do not know many vocabularies. The teacher uses old teacher centered method. After giving explanation, the teacher usually asks

the students to answer the questions. So, when the teaching learning process, the student give not attention and feel boring at the vocabulary subject. Because of that, the teachers must have the ability to vary the teaching technique that focused on student. It is important to teacher in order to the students change to have pleasure in learning language.

The researcher is interested in *SD N 03 Bejen, Karanganyar*, because it is one of the elementary schools that have average achievement in English. There are some difficulties in using foreign language especially in vocabulary. In other hand, the students of *SD N 03 Bejen, Karanganyar* especially in the fourth grade also still find difficulties in vocabulary. The students often forget new vocabularies after they get the meaning from dictionaries. And they also get difficulties when they write a new vocabulary correctly. It becomes common problems in teaching vocabulary. Therefore, the researcher wants to know about the method that used by teacher in teaching vocabulary, especially to the fourth grade students of *SD N 03 Bejen, Karanganyar*.

The researcher focuses on the process of teaching learning vocabulary at the fourth grade students of *SD N 03 Bejen, Karanganyar* in 2011/2012 academic year. The limitation is done in order to get the best result from the observation, especially about the process of teaching learning vocabulary, the material in teaching vocabulary, the method that used by the teacher, classroom activities, the problems faced by teacher and the problem solve applied by the teacher in teaching learning process.

Vocabulary is a list of words and means any unit of language used in writing and appears between a space and hyphen. Vocabulary is one of the important factors to study English. Besides, it can be stated that vocabulary is the important factor in practicing language as a means of communication. Vocabulary is the easiest aspect of a second language to learn and that it hardly requires formal attention in the classroom.

According to Hornby (1995:1331) vocabulary is the total number of the words which (with rules for combining them) make up a language.

This statement is then strengthened by Burns (1975:295) who says that vocabulary means the stock of words used by a person, class or profession.

From those statements, it can be inferred that vocabulary is a stock or list of words with explanation of their meanings used to make up a language by a person, class or profession.

The purpose of teaching vocabulary is to help the students carry out meaning and take the meaning from word signs, signals are studied in many words and their ways as well as the words themselves. To reach the goal, the students must memorize many words and their ways as well as the words themselves. To develop students' language skills, the learners must master vocabulary. Therefore, teaching vocabulary is very important in primary school because learning vocabulary is used as a symbol of ideas to express ideas in communication.

According to Richards (1985: 176) the teaching and learning of vocabulary has never aroused the same degree of interest within language teaching which have received considerable attention from scholars and teacher. Teaching vocabulary is a process of showing and helping someone learn how to master English. Vocabulary is fundamental in English learning. People cannot master language skills that consist of listening, reading, speaking, and writing without mastering vocabulary.

In conclusion, teaching vocabulary is teaching words and their meaning used for improving speaking, reading and writing ability.

B. Research Method

In describing study on teaching vocabulary for the fourth grade students of SD N 03 Bejen, Karanganyar the researcher uses a descriptive qualitative research. It is a type of research which does not use any calculation or enumerating. According to Moleong (1989: 3) qualitative research is a type of research which result descriptive data in the form of written or oral from observing people or behavior. According to Miller and Brewer (2003: 238) descriptive qualitative research is a research that aims to collect information of phenomena occurred. By using descriptive

research, the researcher describes the process of teaching learning vocabulary that include of the objective of teaching vocabulary, the material given to the students in teaching vocabulary, the method in teaching vocabulary, classroom activities, the problems faced by the teacher in teaching vocabulary, and the strategies to solve the problems applied by the teacher.

C. Finding and Discussion

The researcher observes at *SD N 03 Bejen, Karanganyar*. *SD N 03 Bejen, Karanganyar* is an elementary school that located on Jl. Camar No. 09, Kadipira Asri, Bejen, Karanganyar. It is led by Mrs. Hj. Nuryatni Tri Winarsih, S. Pd. MM. as the headmaster in this elementary school. This elementary school has 16 teachers and an employee. The total number of the students are 238 students divided into six classes. This elementary school uses curriculum based on *KTSP* or *Kurikulum Tingkat Satuan Pendidikan*. The purpose of the development *KTSP* is give a reference to a school and teacher in the developing the program that will be done in education system. The curriculum in *SD N 03 Bejen, Karanganyar* loads eight subjects, local load, and self-development. English is one of the subjects that are included in local load. The students in the fourth grade can be said have average achievement in English subject. It can be seen from their scores both in mid-semester and daily test. Their average scores are about 67. The students in *SD N 03 Bejen, Karanganyar* are come from the different background family. Almost of them come from mid-low economic background family. It cannot be judge that the students come from mid-low economic background family also have low achievements in their school. Almost of them have a good achievement in all subjects, especially in English.

The English teacher of *SD N 03 Bejen, Karanganyar* is Mrs. Ery Murdyaningsih, A. Md. who always called as Mrs. Ery. She becomes the English teacher in this elementary school during July 28, 2010. She was born at Karanganyar, February 14, 1989. She begins her formal education

at SD N 02 Bejen, Karanganyar in 1995. Then she continues her study at SMP N 1 Karanganyar in 2001. After graduated from junior high school, she continues her study at SMA N 1 Karanganyar in 2004. After graduated, she continues her study at Sebelas Maret University in 2007. She takes D.III of English Literature. She starts her occupation as English teacher at SD N 03 Bejen, Karanganyar in 2010.

The English teacher in *SD N 03 Bejen, Karanganyar* is a professional teacher. She pure graduate from teacher training and education of English faculty. So she can teach the student correctly.

The researcher presents research finding and discussion. The main points of this chapter are to describe the process of teaching learning vocabulary, the problems faced by teacher in the process of teaching learning vocabulary, and the problem solving applied by teacher.

The process of teaching learning vocabulary at the fourth grade students can be divided into 7 steps. Each meeting of teaching English at the fourth grade consists of 2x35 minutes. The teacher used the similar steps in every meeting. In the meeting, the teacher's steps are opening class, explanation, consultation, practice, presentation, evaluation, and closing the class. In opening class the teacher led the students to pray together, continued greeting and asking the students who was absent in her classroom. Then the teacher continues the next step is called explanation. The teacher asked the students about their homework. If there was no homework, she always reviews the previous material that she taught generally. Before the teacher starts to explain the material, she also asks the students anything that having relation with the topic to open the students' schemata about the topic. For example when she taught about fruits and vegetables, she asked the students "*Anak-anak apakah kalian tahu nama buah-buahan dan sayur-sayuran dalam bahasa Inggris?*" (Students, do you know the name of fruits and vegetables in English, etc). It makes the students feel enjoy and interesting the topic and makes more attention to joining teaching learning process. After finished the

explanation, the teacher gives the students opportunity to ask her if they do not understand with the topic in consultation step. And the next step is practice. In this step, the teacher gives the task to the students related to the material. After the students finished their task, they must present or write the result in front of the class. The teacher gives information what would be learnt in the next meeting and gives the students homework.

From the interview and observation, the goal of teaching vocabulary is to develop the communicative competence of the students in four language skills. It is necessary for successful second language use because without an extensive vocabulary, English learners will not be able to use the structures and function for comprehensive communication.

The material should be appropriate with the syllabus. It must be able to develop the students' competence and knowledge. It has very important role in the teaching learning process. The materials should help the students understand the lesson easily. The teacher cannot teach without the material. If the material is already arranged, the teacher will be easier to teach in the class.

The teacher used Grammar Translation Method when the teacher taught the material with long elaborated explanation. The teacher was the authority in the classroom, and the students are taught in mother tongue with little activities use of the target language. The mother tongue that was used by the teacher in teaching vocabulary was Indonesian language. For example in the first observation: *The Teacher: "Anak-anak, siapa yang tahu nama sayur-sayuran dan buah-buahan?"* (Students, do you know the name of fruits and vegetables), or in the fourth observation, for example: *"ya..siapa yang tahu bahasa Inggrisnya papan tulis?"* (okey..do you know "papan tulis" in English). Sometimes, the teacher also used target language when she greeted the students and ask about their condition. For example: "Good morning students" and then, she continued by asking their condition, for example: "How are you today?" It can be seen in the first and fourth observation.

In introducing new target language, the teacher used Direct Method. It was by demonstrating words or phrase with their meaning through the use of reality, picture or pantomime. Direct Method makes the students more active because more practice in classroom. It can be seen on the second observation. The teacher tries to make the students more active in the classroom. For example, when she continued the topic about the “Fruits and Vegetables”, the teacher asked the students to practice in front of the class. The students must touch the real fruits or vegetables that they bring from home, and then they mentioned its name in English. For example: the students said “*Apple*” when they touch the real apple, and they said “*Banana*” when they touch the real banana. Besides, the teacher also uses the picture to test the students’ vocabulary mastery, for example, when the teacher pointed a picture of apple, the students said “*Apple*”, or when the teacher pointed a picture of banana, the students said “*Banana*”.

After analyzing the collected data, the writer concludes that the method used by the teacher is effective applied to teaching vocabulary. The students can learn how to use the target language correctly for example in pronunciation.

Class management becomes a common problem in teaching learning process. In *SD N 03 Bejen*, every class consists of more than 30 students. For example in the fourth grade, it consists of 42 students. It can be concluded that the numbers of the students are too crowded. And it causes the teacher gets the difficulties in managing the class. For example class becomes noisy and sometimes the teacher cannot manage to explain the material to the students.

The students in elementary school, especially in the fourth grade can be classified as middle young learner. Sometimes they easily get bored when the teacher explained the materials. Most of them do not pay attention to the teacher. They prefer doing something when the teacher explained the materials, like playing their school device, joke with their friend, and there are some students sleepy in classroom. So, the teaching

learning process cannot be optimal because some students can disturb the other students. The writer found out this problem in first, second, and fourth observation. This problem was not found in the third observation because the third observation is used to conduct daily test.

Each student has different ability in receiving and mastering the materials given by the teacher. In teaching vocabulary, the teacher not only gives knowledge about the word, but it also related to the meaning, pronunciation, spelling, and usage or grammar. But in elementary school, the teacher still focuses on meaning, spelling, and pronunciation. Based on the observation, the students still get difficulties in memorizing the meaning, spelling the word, and pronouncing the word without mistakes.

The first problem is about meaning. The teacher got the difficulty when asked the students to memorize the meaning from new words. Most of them easily forget the new vocabularies after they get the meaning from the dictionary. They also made some mistakes in mentioning the meaning of the new vocabularies.

The second problem is about spelling. This problem is commonly faced by the teacher when she ordered the students to write their answer on the whiteboard after finishing their work. In the fourth observation, there are many students who still incorrect when writing the words. When the students arrange the jumble words, they also makes some mistakes, for example they arrange the jumble letters like “**P** - N - C - I - L - E = Pincel”, it should be written “Pencil”.

The last problem is about the pronunciation. Most of the students in elementary school still get difficulties in pronouncing the word correctly. Almost all of the students pronounce the word like its spelling.

D. Conclusion

The process of teaching learning vocabulary consists of opening class, explanation, consultation, practice, presentation, evaluation, and closing the class. The goals of teaching vocabulary at the fourth grade are to improve and develop students’ vocabulary mastery in English subject.

The problem faced by the teacher in teaching vocabulary at fourth grade students of *SD N 03 Bejen, Karanganyar* are the class management, different motivation of the students, and the different ability of each student in acquiring vocabulary.

The problem solving applied by teacher in teaching vocabulary are by using group work to manage the number of students that overload, arranging the position of the students place in the class, giving advices, motivation, and uses interesting media like picture and game to attract the students to pay attention in English teaching learning process.

E. References

Arikunto, Suharsimi. 1992. *Prosedur Penelitian: Suatu Pendekatan Praktik*. Jakarta: PT Rineka Cipta.

Fauziati, Endang. 2008. *Teaching of English as a Foreign Language (TEFL)*. Surakarta: Muhammadiyah University Press.

Moleong Lexy, J. 1995. *Metodologi Penelitian Kualitatif*. Bandung: PT Rajawali Santoso Remaja Rosdakarya.

Miller, Robert L. and Brewer, John D. 2003. *The A-Z of Social Research*. London: SAGE Publications Ltd.

Nunan, david. 1991. *Language Teaching Methodology*. New York: Prentice Hill.

Nunan, david. 2003. *Practical English Language Teaching*. New York: Mc Grow Hill Contemporary.

Richarcds, Jack C. 1985. *The Context of Language Teaching*. New York: Cambridge University Press.

Thornbury, Scott. 2002. *How to Teach Vocabulary*. England: Pearson Education Limited.

http://en.wikipedia.org/wiki/Grammar_translation

<http://www.tjtaylor.net/english/teaching-method-direct-grammar-translation>

<http://www.merriam-webster.com/dictionary/direct%20method>